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ABSTRACT

This Student Activity Book is designed to be used with the "Guidebook for Parents and Teachers" of the same series. The Level 2 activity book consists of worksheets intended to help children discover and practice the most important patterns and principles that govern English spelling, including short and long vowels, various consonants and consonant clusters, memory words, words often misspelled, family words, compound words, and nouns that name more than one thing. The activity book is divided into 30 sections, each consisting of a week's worth of activities. (SR)

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Spelling for Writing

Reid Wright

Student Activity Book

Level 2

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Spelling for Writing

Student Activity Book

Level 2

Reid Wright

This book is designed to be used with the *Guidebook for Parents and Teachers* for Level 2.

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FAMILY LEARNING ASSOCIATION

ERIC Clearinghouse on Reading, English, and Communication

The *Spelling for Writing* Series

A Guidebook for Parents and Teachers Level 1
A Guidebook for Parents and Teachers Level 2
A Guidebook for Parents and Teachers Level 3

Student Activity Book Level 1
Student Activity Book Level 2
Student Activity Book Level 3

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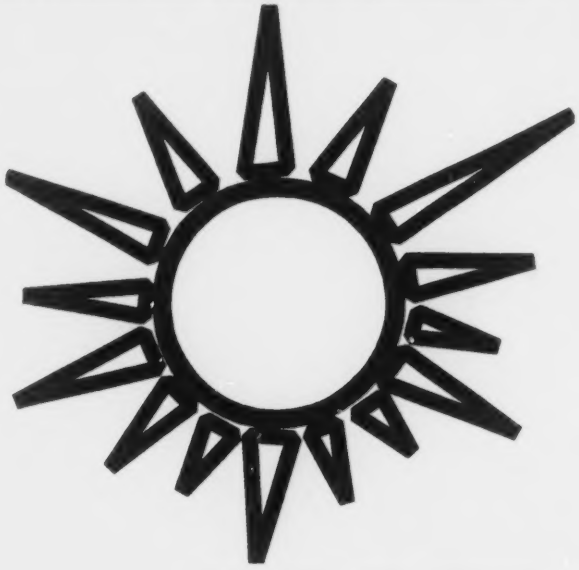
HOT SUN *Words*

Read the words.
Hear the short vowel in each word.
Write the words.



tap _____

hot _____

dig _____

yet _____

cup _____

leg _____

fit _____

sun _____

top _____

fan _____

✎ Practice

tap	hot	dig	yet	cup
leg	fit	sun	top	fan

A. Listen for the short vowels.

1. Write the short **a** words. _____

2. Write the short **e** words. _____

3. Write the short **i** words. _____

4. Write the short **o** words. _____

5. Write the short **u** words. _____

B. Look at these words. Write some more words that rhyme with each one.

1. tap _____

2. yet _____

3. fit _____

4. top _____

5. sun _____

Story Time

tap	hot	dig	yet	cup
leg	fit	sun	top	fan

Use some of these words in a story. Draw a picture about your story.

FILL SACK *Words*

Read the words.
Hear the short vowel in each word.
How is the final consonant sound spelled in each word?
Write the words.

pass _____ doll _____

rock _____ luck _____

fuss _____ well _____

sack _____ sick _____

fill _____ mess _____

✎ Practice

pass	rock	fuss	sack	fill
doll	luck	well	sick	mess

A. Listen for the short vowels.

1. Write the short **a** words.

2. Write the short **e** words.

3. Write the short **i** words.

4. Write the short **o** words.

5. Write the short **u** words.

B. Notice the consonant spelling at the end of each word.

1. Write the words that end with **ck**.

2. Write the words that end with **ll**.

3. Write the words that end with **ss**.

Story Time

pass	rock	fuss	sack	fill
doll	luck	well	sick	mess

Use some of these words in a story. Draw a picture about your story.

STOP CLOCK *Words*

Read the words.
Hear the short vowel in each word.
How is the consonant sound at the beginning of each word spelled?
Write the words.

spin _____ stop _____

flat _____ press _____

drum _____ truck _____

spell _____ slip _____

clock _____ plan _____

✎ Practice

spin	flat	drum	spell	clock
stop	press	truck	slip	plan

A. Listen for the short vowels.

1. Write the short **a** words. _____

2. Write the short **e** words. _____

3. Write the short **i** words. _____

4. Write the short **o** words. _____

5. Write the short **u** words. _____

B. Notice the consonant spelling at the beginning of each word.

1. Which words begin with a consonant and **l**?

_____

2. Which words begin with a consonant and **r**?

_____

3. Which words begin with **sp** or **st**?

_____

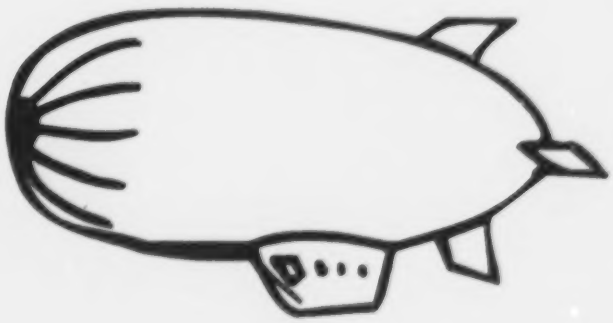
✍ Story Time

spin	flat	drum	spell	clock
stop	press	truck	slip	plan

Use some of these words in a story. Draw a picture about your story.

FAST BLIMP *Words*

Read the words.
Hear the short vowel in each word.
How is the consonant sound at the end of each word spelled?
Write the words.



land		went	
jump		lamp	
pond		best	
bump		hunt	
fast		blimp	

Practice

land	jump	pond	bump	fast
went	lamp	best	hunt	blimp

A. Listen for the short vowels.

1. Write the short **a** words. _____

2. Write the short **e** words. _____

3. Write the short **i** word. _____

4. Write the short **o** word. _____

5. Write the short **u** words. _____

B. Notice the consonant spelling at the end of each word.

1. Which words end with **mp**? _____

2. Which word ends with **nd**? _____

3. Which words end with **nt**? _____

4. Which words end with **st**? _____

Story Time

land	jump	pond	bump	fast
went	lamp	best	hunt	blimp

Use some of these words in a story. Draw a picture about your story.

THIN CHOP *Words*

Read the words.
Hear the short vowel in each word.
How is the consonant sound at the beginning of each word spelled?
Write the words.

chin _____ thick _____

shall _____ shut _____

when _____ than _____

thin _____ chop _____

check _____ which _____

Practice

chin	shall	when	thin	check
thick	shut	than	chop	which

A. Listen for the short vowels.

1. Write the short **a** words.

2. Write the short **e** words.

3. Write the short **i** words.

4. Write the short **o** word.

5. Write the short **u** word.

B. Notice the consonant spelling at the beginning of each word.

1. Which words begin with **ch**?

2. Which words begin with **sh**?

3. Which words begin with **th**?

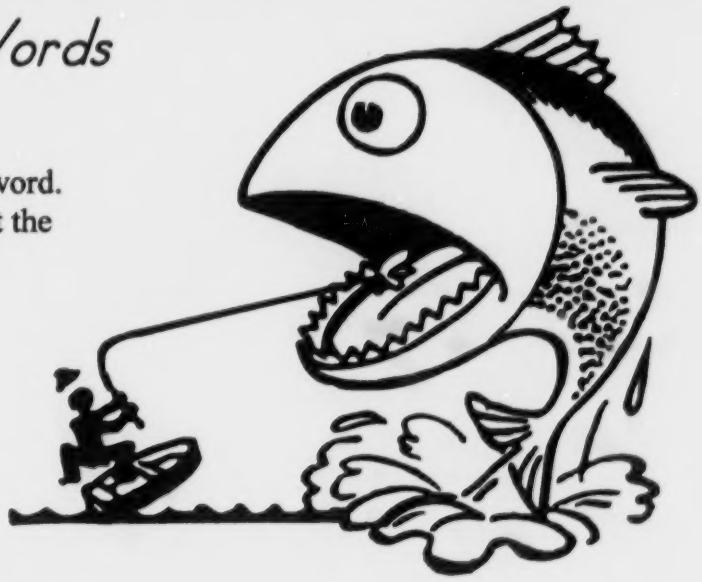
4. Which words begin with **wh**?

Story Time

chin	shall	when	thin	check
thick	shut	than	chop	which

Use some of these words in a story. Draw a picture about your story.

CATCH FISH *Words*



Read the words.
Hear the short vowel in each word.
How is the consonant sound at the end of each word spelled?
Write the words.

fish	_____	rich	_____
much	_____	bath	_____
cash	_____	pitch	_____
match	_____	with	_____
rush	_____	catch	_____

Story Time

fish	much	cash	match	rush
rich	bath	pitch	with	catch

Use some of these words in a story. Draw a picture about your story.

Practice

fish	much	cash	match	rush
rich	bath	pitch	with	catch

A. Listen for the short vowels.

1. Write the short **a** words.

2. Write the short **i** words.

3. Write the short **u** words.

B. Notice the consonant spelling at the end of each word.

1. Which words end with **ch**?

2. Which words end with **tch**?

3. Which words end with **sh**?

4. Which words end with **th**?

REVIEW

Write each word in the blank space. Then answer the questions on the next page.

fan	_____	luck	_____
fill	_____	mess	_____
rock	_____	drum	_____
plan	_____	spell	_____
pond	_____	which	_____

REVIEW

fan	fill	rock	plan	pond
luck	mess	drum	spell	which

1. Which words have short **a**?

2. Which words have short **e**?

3. Which words have short **i**?

4. Which words have short **o**?

5. Which words have short **u**?

6. Which words end with **ll**, **ss**, or **ck**?

7. Which words begin or end with two consonants blended together?

8. Which word begins and ends with two consonants that make one sound?

NICE MULE *Words*

Read the words.
Hear the long vowel in each word.
What letter is used at the end of every word?
Write the words.

save _____ rope _____

nose _____ mile _____

fine _____ cute _____

gate _____ nice _____

mule _____ case _____

Practice

save	nose	fine	gate	mule
rope	mile	cute	nice	case

A. Listen for the long vowel in each word.

1. Write the long **a** words. _____

2. Write the long **i** words. _____

3. Write the long **o** words. _____

4. Write the long **u** words. _____

B. Compare short vowels and long vowels.

You know that many words have short vowels. Some of these words can change to a long vowel by adding a final **e**. The word **hat** has a short vowel, but **hate** has a long vowel.

Here are some short-vowel words. Write each word again and give it a long vowel. What letter must you add at the end of each word? Say the words.

1. tap _____

2. bit _____

3. hop _____

4. pin _____

5. cut _____

Story Time

save	nose	fine	gate	mule
case	mile	cute	nice	rope

Use some of these words in a story. Draw a picture about your story.

SPACE GLIDE

Read the words.
Hear the long vowel in eac
Notice the consonant spell
beginning of each word.
Write the words.

close _____ glide _____

drive _____ grade _____

place _____ price _____

spoke _____ stone _____

stage _____ space _____

Practice

close	drive	place	spoke	stage
glide	grade	price	stone	space

A. Listen to the long vowel in each word.

1. Write the long **a** words.

2. Write the long **i** words.

3. Write the long **o** words.

B. Notice the consonant spelling at the beginning of each word.

1. Which words begin with a consonant and **l**?

2. Which words begin with a consonant and **r**?

3. Which words begin with **sp** or **st**?

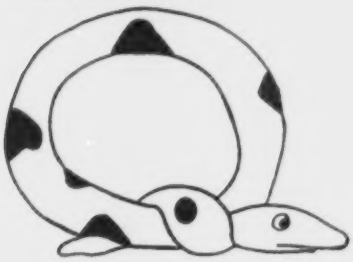
✍ Story Time

close	drive	place	spoke	stage
glide	grade	price	stone	space

Use some of these words in a story. Draw a picture about your story.

CHANGE SHAPE *Words*

Read the words.
Hear the long vowel in each word.
How is the consonant sound at the beginning of each word spelled?
Write the words.



chase _____ shape _____

shine _____ those _____

whale _____ shake _____

these _____ white _____

change _____ choke _____

Practice

chase	shine	whale	these	change
shape	those	shake	white	choke

A. Hear the long vowel in each word.

1. Write the long **a** words.

2. Write the long **e** word.

3. Write the long **i** words.

4. Write the long **o** words.

B. Notice the consonant spelling at the beginning of each word.

1. Which words begin with **ch**?

2. Which words begin with **sh**?

3. Which words begin with **th**?

4. Which words begin with **wh**?

Story Time

chase	shine	whale	these	change
shape	those	shake	choke	white

Use some of these words in a story. Draw a picture about your story.

Memory Words

Here are some important words that are used very often. They don't always fit the patterns we have seen. Memorize these words and use them in sentences.

what _____ your _____

they _____ who _____

were _____ been _____

said _____ find _____

from _____ some _____

Story Time

what	they	were	said	from
your	who	been	find	some

Use some of these words in a story. Draw a picture about your story.

Practice

what	they	were	said	from
your	who	been	find	some

A. Write the word that fits in each sentence.

1. He _____ that he would call us.
2. Please give me _____ more cake.
3. Have you _____ waiting long?
4. Let's move the table _____ here to there.
5. _____ is that on your head?
6. Do you know _____ will give the speech?

B. Make up your own sentences for the other four words on the list.

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PLAY DAY *Words*

Read the words.
Hear the long **a** in each word.
Which two letters spell the long **a** sound in each word?
Write the words.

day _____ way _____

lay _____ play _____

may _____ gray _____

stay _____ pay _____

tray _____ say _____

Practice

day	lay	may	stay	tray
way	play	gray	pay	say

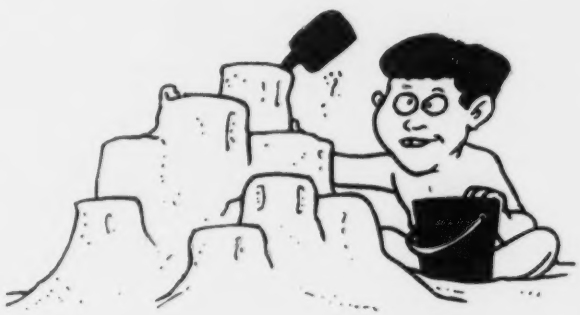
A. Hear the long *a* sound.

1. Write the words that begin with one consonant letter.

2. Write the words that begin with two consonant letters.

B. Write the word that fits in each sentence.

1. We traveled all _____.
2. Which _____ did they go?
3. Let's _____ here for a while.
4. I like to _____ in the sand.
5. The sky is cloudy and _____.



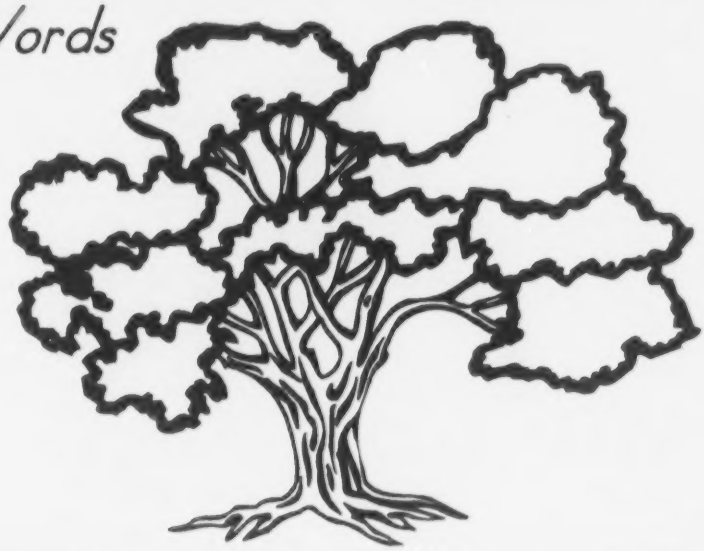
Story Time

day	lay	may	stay	tray
way	play	gray	pay	say

Use some of these words in a story. Draw a picture about your story.

GREEN TREE *Words*

Read the words.
Hear the long **e** in each word.
Write the words.



bee _____ feel _____

see _____ keep _____

feed _____ tree _____

free _____ need _____

green _____ week _____

Practice

bee	see	feed	free	green
feel	keep	tree	need	week

A. Hear the long *e* sound.

1. Which words end with **ee**?

2. Which words begin and end with one consonant letter?

3. Which word names a color?

B. Write the word that fits in each sentence.

1. I can't _____ through this dirty window.

2. This _____ has a lot of leaves.

3. May we come back to the zoo next _____?

4. Did you _____ the puppy his breakfast?

5. That _____ keeps buzzing around my head!

Story Time

bee	see	feed	free	green
feel	keep	tree	need	week

Use some of these words in a story. Draw a picture about your story.

Practice

my	cry	pie	try	lie
fly	die	why	tie	dry

A. Hear the long vowel sound in each word.

1. Write the words that have long **i** spelled **y**.

2. Write the words that have long **i** spelled **ie**.

B. Each of these words has a mistake. Write the correct spelling of each word.

1. flie
2. dri
3. ty
4. trie
5. wy

MY PIE *Words*

Read the words.
Hear the long **i** in each word.
What two ways can long **i** be spelled?
Write the words.

my _____ fly _____

cry _____ die _____

pie _____ why _____

try _____ tie _____

lie _____ dry _____

REVIEW

Read the words.
Hear the vowel sounds.
Write the words.

save		price	
try		these	
gray		keep	
spoke		cute	
lie		tree	

Now answer the questions on the following page.

Story Time

my	cry	pie	try	lie
fly	die	why	tie	dry

Use some of these words in a story. Draw a picture about your story.

REVIEW

save	try	gray	spoke	lie
price	these	keep	cute	tree

1. Which words end with silent **e**?

2. Which words end with a long-vowel sound?

3. Which words have the long **a** sound?

4. Which words have the long **e** sound?

5. Which words have the long **i** sound?

6. Which word has the long **o** sound?

7. Which word has the long **u** sound?

SNOW BLOW *Words*

Read the words.
Hear the long **o** in each word.
Write the words.

low _____ snow _____

slow _____ grow _____

show _____ blow _____

row _____ crow _____

know _____ throw _____

Practice

low	slow	show	row	know
snow	grow	blow	crow	throw

A. Notice the consonant sound at the beginning if each word.

1. Which words begin with one consonant letter? _____

2. Which words begin with a consonant and **l**? _____

3. Which words begin with a consonant and **r**? _____

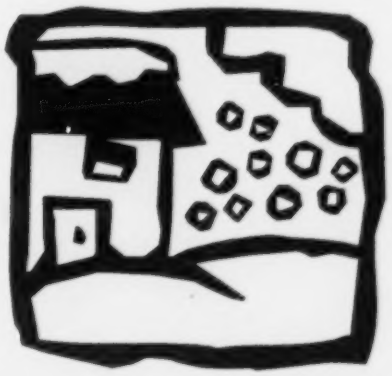
4. Which word begins like **shop**? _____

5. Which word begins with three consonant letters? _____

6. Which word sounds the same as **no**? _____

B. Write the word that fits in each sentence.

1. Listen to the wind _____.
2. The _____ is cold and deep.
3. Let's put all these chairs in a _____.
4. Will you _____ me your new bike?
5. _____ the ball over here.



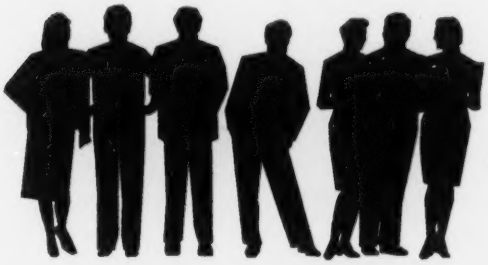
Story Time

low	slow	show	row	know
snow	grow	blow	crow	throw

Use some of these words in a story. Draw a picture about your story.

WAIT TRAIN *Words*

Read the words.
Hear the long **a** in each word.
How is the long vowel spelled?
Write the words.



rail _____ paid _____

aim _____ main _____

rain _____ sail _____

tail _____ chain _____

wait _____ train _____

✎ Practice

rail	aim	rain	tail	wait
paid	main	sail	chain	train

A. Hear the long *a* sound.

1. Which word begins with the long **a** sound?

2. Which words have four letters?

3. Which word begins like **trap**?

4. Which word begins like **chop**?

B. Here are some words with short *a*. Use the *ai* spelling to change each word to a long *a*. Pronounce each word. Use each long-vowel word in a sentence.

1. mad maid

2. man _____

3. pan _____

4. ran _____

5. pal _____

Story Time

rail	aim	rain	tail	wait
paid	main	sail	chain	train

Use some of these words in a story. Draw a picture about your story.

SEA DREAM *Words*

Read the words.
Hear the long **e** in each word.
How is the long vowel spelled?
Write the words.

sea		each	
team		reach	
eat		wheat	
read		dream	
heat		teach	

✎ Practice

sea	team	eat	read	heat
each	reach	wheat	dream	teach

A. Hear the long *e* sound.

1. Which words have three letters? _____

2. Which words begin and end with a single consonant letter? _____

3. Which words end with **ch**? _____

4. Which words begin with two consonant letters? _____

B. Write the word that fits in each sentence.

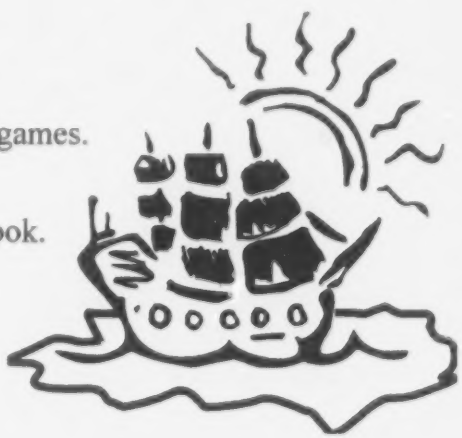
1. I can't _____ the top shelf.

2. Our baseball _____ has won three games.

3. I like to _____ the stories in this book.

4. Did you _____ all the pizza?

5. The ship sailed across the _____.



✍ Story Time

sea	team	eat	read	heat
each	reach	wheat	dream	teach

Use some of these words in a story. Draw a picture about your story.

FLOAT BOAT *Words*

Read the words.
Hear the long **o** in each word.
How is the long vowel spelled?
Write the words.

boat		coat	
road		loaf	
float		coal	
soap		roast	
toast		coach	

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✎ Practice

boat	road	float	soap	toast
coat	loaf	coal	roast	coach

A. Hear the long *o* sound.

1. Which words have four letters?

2. Which word begins like **fly**?

3. Which words end with two consonant letters?

B. Write the word that fits in each sentence.

1. We need a _____ of bread.

2. Her dad is the _____ for our team.

3. This _____ is not the right size.

4. We drove down the _____ for two miles.

5. This _____ makes lots of bubbles.

Story Time

boat	road	float	soap	toast
coat	loaf	coal	roast	coach

Use some of these words in a story. Draw a picture about your story.

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MILD FIND COLD

Read the words.
Hear the long **i** in **mild** and **find**.
Hear the long **o** in **cold**.
Write the words.

mild	_____	fold	_____
kind	_____	child	_____
old	_____	hold	_____
mind	_____	find	_____
cold	_____	wild	_____

Practice

mild	kind	old	mind	cold
fold	child	hold	find	wild

A. Listen for the long vowels.

1. Which words have the long **i** spelled **-ild**?

2. Which words have the long **i** spelled **-ind**?

3. Which words have the long **o** spelled **-old**?

B. Write the word that fits in each sentence.

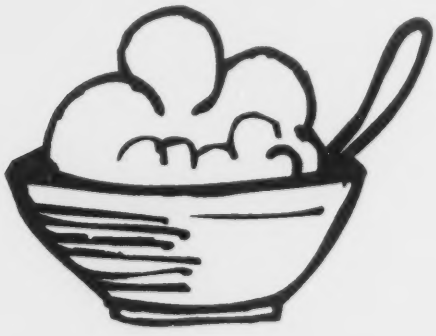
1. The _____ car popped and sputtered.

2. I can't _____ my other glove.

3. Each _____ in my class is very nice.

4. Which _____ of ice cream do you like best?

5. Will this pan _____ all that water?



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✍ Story Time

mild	kind	old	mind	cold
fold	child	hold	find	wild

Use some of these words in a story. Draw a picture about your story.

More about Long Vowels

Read the words.
Notice how the long vowel is spelled in each word.
Write the words.

use _____ try _____

play _____ nice _____

tie _____ nose _____

tree _____ blow _____

same _____ rain _____

Practice

use	play	tie	tree	same
try	nice	nose	blow	rain

A. Find the words that end with long-vowel sounds.

1. Which word ends with the long **a** sound? _____

2. Which word ends with the long **e** sound? _____

3. Which words end with the long **i** sound? _____

4. Which word ends with the long **o** sound? _____

B. Find the words with two vowel letters.

1. Which word has long **a** spelled **ay**? _____

2. Which word has long **e** spelled **ee**? _____

3. Which word has long **a** spelled **ai**? _____

C. Find the words that end with silent *e*.

1. Which word rhymes with **game**? _____

2. Which word rhymes with **rice**? _____

3. Which word rhymes with **rose**? _____

4. Which word begins with a long-vowel sound? _____

Story Time

use	play	tie	tree	same
try	nice	nose	blow	rain

Use some of these words in a story. Draw a picture about your story.

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Memory Words

Here are some important words.
Read each word and write it in the empty space.
Memorize each word and use it in a sentence.

most _____

thing _____

would _____

once _____

year _____

through _____

could _____

very _____

little _____

people _____

Practice

most	would	year	could	little
thing	once	through	very	people

A. Write the word that fits in each sentence.

1. We _____ not lift the heavy rock.

2. How many _____ will be at the party?

3. Two people tried to talk at _____.

4. I wish he _____ stop that noise!

5. This ice cream tastes _____ good.

6. It has been a _____ since we saw them.

Make up your own sentences for the other four words.

Story Time

most	would	year	could	little
thing	once	through	very	people

Use some of these words in a story. Draw a picture about your story.

ALL SAW *Words*

Read the words.
Hear the vowel sound in each word.
Write the words.

all _____ tall _____

law _____ draw _____

call _____ wall _____

fall _____ lawn _____

saw _____ ball _____

Practice

all	law	call	fall	saw
tall	draw	wall	lawn	ball

A. Listen for the vowel sound.

1. Which words rhyme with **hall**?

2. Which words rhyme with **raw**?

3. Which word rhymes with **dawn**?

B. Add the word that fits in each sentence.

1. Don't _____ on those sharp rocks!
2. The _____ needs to be mowed.
3. Can you _____ a picture of your house?
4. How _____ is that tree?
5. We _____ our friends at the mall.

Make up your own sentences for the other words.

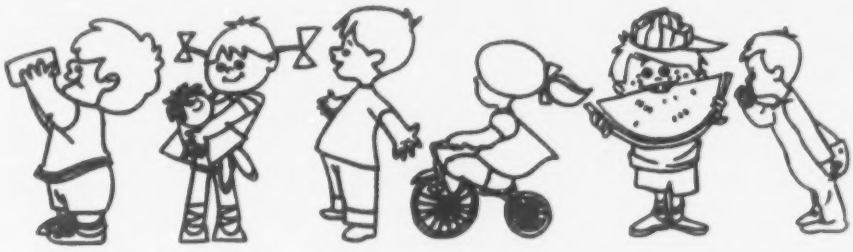
Story Time

all	law	call	fall	saw
tall	draw	wall	lawn	ball

Use some of these words in a story. Draw a picture about your story.

NOW JOIN *Words*

Read the words.
Hear the vowel sound in **now** and **out**.
Hear the vowel sound in **boy** and **join**.
Write the words.



now _____

boy _____

oil _____

brown _____

boil _____

toy _____

how _____

out _____

join _____

house _____

Practice

now	boy	oil	brown	boil
toy	how	out	join	house

A. Listen for the vowel sounds.

1. Which words have the **ow** spelling?

2. Which words have the **ou** spelling?

3. Which words have the **oy** spelling?

4. Which words have the **oi** spelling?

B. These words are spelled wrong. Write the correct spelling.

1. hows

2. toi

3. broun

4. owt

5. joyn

6. boyl

✍ Story Time

now	boy	oil	brown	boil
toy	how	out	join	house

Use some of these words in a story. Draw a picture about your story.

DARK STAR *Words*

Read the words.
Hear the vowel sound in **car** and **farm**.
Write the words.

car _____ far _____

park _____ arm _____

are _____ star _____

hard _____ yard _____

dark _____ farm _____

Practice

car	park	are	hard	dark
far	arm	star	yard	farm

A. Listen for the vowel sound. The letter *r* comes after the vowel letter *a* in each word.

1. Which words end with **ar**?

2. Which words end with a consonant after **ar**?

3. Which word ends with a silent *e*?

B. Add the word that fits in each sentence.

1. It gets _____ very early in winter.

2. We saw pigs and cows on the _____.

3. Let's _____ the car over there.

4. There is a bright _____ in the sky near the moon.

5. I hurt my _____ when I fell on the ice.

✍ Story Time

car	park	are	hard	dark
far	arm	star	yard	farm

Use some of these words in a story. Draw a picture about your story.

MORE CORN *Words*

Read the words.
Hear the vowel sound in **for** and **more** and **door**.
Write the words.

or		more	
corn		for	
door		porch	
horn		floor	
store		sore	

Practice

or	corn	door	horn	store
more	for	porch	floor	sore

A. Listen for the vowel sound. The letter *r* comes after the vowel.

1. Which words end with **or**?

2. Which words end with a consonant sound after **or**?

3. Which words end with **ore**?

4. Which words end with **oor**?

B. These words are spelled wrong. Write the correct spelling.

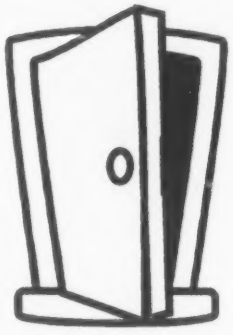
1. stor

2. flor

3. dore

4. porsh

5. mor



Story Time

or	corn	door	horn	store
more	for	porch	floor	sore

Use some of these words in a story. Draw a picture about your story.

HER BIRD *Words*

Read the words.
Hear the vowel
sound in **her** and **bird**.
Write the words.

her _____ girl _____

sir _____ herd _____

dirt _____ stir _____

verb _____ shirt _____

bird _____ germ _____

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Practice

her	sir	dirt	verb	bird
girl	herd	stir	shirt	germ

A. Listen for the vowel sound. The letter *r* comes after the vowel.

1. Which words are spelled with **er**?

2. Which words end with **ir**?

3. Which words end with a consonant after **ir**?

B. Add the word that fits in each sentence.

1. We saw a _____ of cows on the farm.

2. I spilled some milk on my _____.

3. My sister lost _____ gloves.

4. Does your pet _____ like to sing?

5. Don't track any _____ onto the carpet.

✍ Story Time

her	sir	dirt	verb	bird
girl	herd	stir	shirt	germ

Use some of these words in a story. Draw a picture about your story.

REVIEW

Read each word.
Listen for the vowel sound.
Write each word.

tall	_____	hard	_____
boil	_____	brown	_____
draw	_____	more	_____
bird	_____	door	_____
stir	_____	how	_____

Now answer the questions on the next page.

REVIEW

tall	boil	draw	bird	stir
hard	brown	more	door	how

1. Which words match the vowel sound in **ball** and **law**?

2. Which word matches the vowel sound in **oil**.

3. Which words match the vowel sound in **store** and **floor**?

4. Which words match the vowel sound in **sir**?

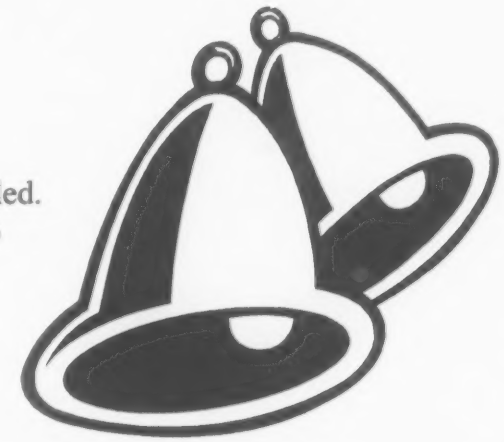
5. Which word matches the vowel sound in **yard**?

6. Which words match the vowel sound in **down**?

Nouns that Name More than One

Singular nouns name one thing.
Plural nouns name more than one thing.

Read the words on the list.
Think about how each singular noun is spelled.
What ending is used to change each word to a plural noun?
Write the plural nouns.



bats	_____	games	_____
clocks	_____	seats	_____
bells	_____	bugs	_____
notes	_____	trains	_____
boats	_____	lines	_____

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✎ Practice

bats	clocks	bells	notes	boats
games	seats	bugs	trains	lines

A. Think about how each *singular* noun is spelled. Then answer each question.

1. Which singular nouns have short vowels? Write the plural for each of these nouns.

2. Which singular nouns have long vowels and end with silent **e**? Write the plural for each of these nouns.

3. Which other singular nouns have long vowels? Write the plural form of each of these nouns.

B. Write the plural noun that completes each sentence.

1. My friend has two baseball _____.

2. All the _____ in school were ringing at once.

3. All three _____ tell the wrong time.

4. Our team has won four _____ so far.

5. We watched the _____ floating on the lake.

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✍ Story Time

bats	clocks	bells	notes	boats
games	seats	bugs	trains	lines

Use some of these words in a story. Draw a picture about your story.

Words Often Misspelled

Here are some important words.
They aren't always spelled the way they sound.
Read each word.
Write each word.

does		said	
want		come	
very		done	
great		right	
move		sorry	

Practice

does	want	very	great	move
said	come	done	right	sorry

A. Write the word that fits in each sentence.

1. He _____ that he would call us.
2. Do you _____ some more ice cream?
3. These cookies are _____ good.
4. I'm _____ your broke your watch.
5. Let's _____ this chair across the room.
6. Did you get the _____ answer for this question?

Make up your own sentences for the other four words.

Story Time

does	want	very	great	move
said	come	done	right	sorry

Use some of these words in a story. Draw a picture about your story.

Family Words

Here are some words about your family and your friends.
Read each word.
Write each word.

mother father

sister brother

aunt uncle

family neighbor

cousin friend

Practice

mother	sister	aunt	family	cousin
father	brother	uncle	neighbor	friend

A. A few letters are given for each word. Add the missing letters.

1. f__m __l__
2. c___s__n
3. f__t___r
4. u____ e
5. f r____ d
6. m__t___ r
7. s___t__r
8. a___t
9. b__o___er
10. n___g__b___

Story Time

mother	sister	aunt	family	cousin
father	brother	uncle	neighbor	friend

Use some of these words in a story. Draw a picture about your story.

BE BEE *Words*

Look at the words in this list.
Each group of two or three words has the same sound.

These groups of words aren't spelled the same way.
They also don't mean the same thing. Read each group of words.
Notice the spelling and meaning of each word. Write each word.

for _____ four _____

be _____ bee _____

by _____ buy _____

no _____ know _____

to _____ too _____ two _____

Practice

for	four	be	bee	by	buy
no	know	to	too	two	

A. Add the missing word to complete each sentence. The first letter of each word is given.

1. A b___ was buzzing around my head.
2. I would like to b__ a fireman.
3. Let's walk t__ the store.
4. This rock is t___ heavy to lift.
5. I have t___ eyes and t___ ears.

B. Add the word that fits in each sentence. The sentences are in pairs. The missing words in each pair have the same sound. Make sure to use the right spelling in each sentence.

1. We waited _____ them to call us.

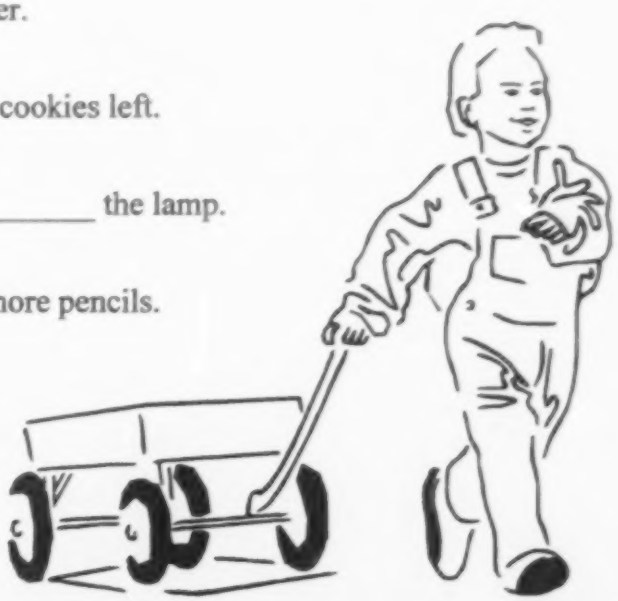
   There are _____ wheels on my wagon.

2. I don't _____ the answer.

   There are _____ more cookies left.

3. Your book is over there _____ the lamp.

   I need to _____ some more pencils.



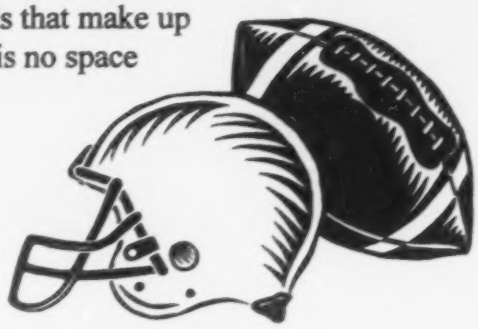
Story Time

for	four	be	bee	by	buy
no	know	to	too	two	

Choose at least two groups of words that sound the same. Use these words in a story. Draw a picture about your story.

BACKYARD FOOTBALL *Words*

Sometimes we can join two short words to make a long one. Read the words in this list. See the short words that make up each long word. Write the long words. There is no space between the two parts of each long word.



baseball	football
sidewalk	notebook
bedroom	backyard
cowboy	classroom
moonlight	sunshine

Practice

baseball	sidewalk	bedroom	cowboy	moonlight
football	notebook	backyard	classroom	sunshine

A. Write the word that fits each definition.

1. The room in which a class meets: _____

2. The yard in back of the house: _____

3. The room in which you sleep: _____

4. The light from the sun: _____

5. The place to walk beside the street: _____

6. The ball that is kicked and thrown: _____

7. The light from the moon: _____

8. Someone who herds cows: _____

9. The book we use for keeping notes: _____

10. The game in which you run around the bases: _____

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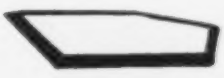

✍ Story Time

baseball	sidewalk	bedroom	cowboy
moonlight	football	notebook	backyard
classroom	sunshine		

Use some of these words in a story. Draw a picture about your story.

Spelling for Writing

In just a few minutes a week, your child will:

- Learn to identify common, logical spelling patterns,
- Graduate quickly to more complex words,
- Become a confident, independent speller and writer!

Why Pay Attention to Spelling?

Spelling for Writing shows you how to help children discover the most important patterns and principles that govern English spelling.

- Accurate spelling contributes to the clarity of written messages.
- Spelling accuracy shows attention to detail, sending a positive message to teachers and employers.
- Spelling becomes one part of learning to write real-life messages—directions, letters, invitations, and reports.

In this program, children learn that writing messages and stories helps them see the value of learning to spell!

Carl B. Smith, one of America's leading curriculum developers in reading, writing, grammar and spelling, has written over thirty books for parents and teachers. In *Spelling for Writing*, he uses his clear, direct style to give a logical plan and easy to follow directions for using it. Dr. Smith directs the Family Learning Association and the ERIC Clearinghouse for Reading, English and Communication.

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